

COMPARATIVE ANALYSIS OF MEDIA EDUCATION OF STUDENTS FROM EUROPE AND UZBEKISTAN

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ABSTRACT

Today, teachers must properly plan and implement educational, scientific, cultural and educational activities in order to organize their effective activities, quickly adapt to changing modern requirements, constantly improving their professional teaching skills. The competitiveness of teaching staff in educational processes depends on their ability to master advanced educational technologies, adapt to changing and growing professional requirements. The article presents the materials of comparative pedagogical researches of the media educational process of scientists from European countries. The value-semantic content of media consumption of university students considered as an axiological component of the development of media competence of an individual. Based on the presented heterogeneity of the scientific field of this concept, we proposed the following definition: "Media competence is the result of a student's personality-subjective acquisitions in the process of formal and informal learning, which characterizes the individual's readiness to interact with the media".

KEYWORDS: *Information Society, Media Consumption, Media Educational Process, Research Methods, Graf Stat, Excel, Media Competence.*

INTRODUCTION

In modern pedagogical research, the most significant is the transition to the information society, in the context of the informatization of society, attention is focused on using the possibilities of media in the youth learning environment. The professionally oriented use of modern information technologies and the Internet system is becoming an urgent need. In this regard, our country approved the Concept for the period from 2017 to 2021, where media education is also named among the priority areas for the development of information and communication technologies.

LITERATURE REVIEW

The study of foreign media educational experience allows us to analytically approach our problems of media education, contributes to the expansion and deepening of the domestic theory of media education, the use of proven effective approaches. Of particular interest to us is the study of the theory and practice of media pedagogy in Europe, where, in recent decades, the closest attention has been paid, which is expressed in its detailed theoretical and practical development.

General issues of comparative pedagogical research of the media of the educational process are reflected in the works of Yu.A. Alferova, B.L. Wolfson, A.N. Dzhurinsky, N.D. Nikandrov. The object of study of which was the educational process at the university for the development of media competence of university students. [1]

By studying the above facts, we set ourselves the goal of identifying and experimentally testing the pedagogical conditions for the development of media competence of university students using the educational experience of higher education in Europe.

Competence-based and axiological approaches, the conceptual provisions of media education and the formation of a personality, based on theoretical studies of the conceptual provisions of V.I. Baidenka and I.D. Belonovsky. [2]

RESEARCH METHODOLOGY

In accordance with the tasks and methodology in the study, the following research methods are used: In the process of research, methods of comparative-critical study and analysis of philosophical, sociological, psychological, and pedagogical literature on the problem were used; study of advanced pedagogical experience in higher educational institutions; sociometric methods (questionnaire, interview, conversation); pedagogical experiment; mathematical and statistical analysis of the results. Statistical processing of research materials can be derived using Graf Stat, Excel software. [3]

From a theoretical point of view, media education in our country is complemented by knowledge about media competence, its indicators, the concept of developing media competence of an individual from the field of German media education, which provides a basis for further research on media education problems. The axiological component of the development of media competence by identifying and updating the value-semantic content of the media consumption of university students, which can be used in the development of conceptual provisions for the development of media competence of the individual.

ANALYSIS AND RESULTS

Our article presents a description of the object under study, the results of the analysis of philosophical, sociological, psychological and pedagogical literature and a theoretical model of the problem being developed. The theoretical analysis carried out made it possible to determine the characteristics of the concepts essential for the study: "media", "media environment", "media competence".

In scientific discourse there is no single definition of the concept of "media". Initially, the term "media" was used to refer to various means of communication (M. McLuhan). Later, media were seen as symbolic systems that needed interpretation and differed in the way they were decoded. Along with technical typology, one can distinguish the meaning of the concept of "media" by its use (X. Prose, X. Bonfadelli).

According to one of the leading experts in media education A.V. Fedorova defines the media competence of a person as "the totality of her motives, knowledge, skills, abilities (indicators: motivational, contact, informational, perceptual, interpretive, evaluative, practical-operational, active, creative), contributing to the choice, use, critical analysis, evaluation, creation and transmission of media texts in various types, forms and genres, analysis of the complex processes

of the functioning of media in society. However, the axiological aspect of the development of a person's media competence remains outside the scope of the study.

Based on the presented heterogeneity of the scientific field of the concept, we proposed the following definition: “Media competence is the result of a student’s personal-subjective acquisitions in the process of formal and informal learning, characterizing the individual’s readiness to deal with media.”

Following the logic of our study, we compared the indicators of the most popular concepts of media competence in Uzbekistan and Germany (A.V. Fedorov) and found that the indicator of media criticism, differentiated into the following levels, has the greatest value-semantic content: analytical, reflective, ethical. The multidisciplinary practical application of this concept in various educational institutions in Germany, as well as the development of a variety of didactic material for teachers on its basis, provided one of the reasons to use it in building a model for the development of media competence of students of the University of Uzbekistan.

The theoretical analysis carried out made it possible to develop the logic of the study, presented in the content of the model (Figure 1), as well as to determine the pedagogical conditions for the development of media competence of Russian students of higher education: the definition of the media space, within which media competence is assigned, as a living and educational space of students of higher education; actualization of the subject position of Russian students of higher education in the implementation of media projects; the use in the educational process of the Russian university of the pedagogical experience of mediatization of the personality in the higher school of Germany.

As a value-semantic matrix for the development of media competence of university students, we used the consistency of the mechanisms: “search → evaluation → choice → projection”, which ensure the ascent of the individual to values (A. V. Kiryakova). These mechanisms serve as a regulatory and meaningful reference point for teachers in the formation of the value-semantic attitude of students to the media space.

At the ascertaining stage of the experiment, the following tasks were identified: disclosure of the pedagogical essence of the development of media competence of students of universities in Uzbekistan and Germany; development of criteria, levels and stages of development of students' media competence; identification of the initial level of development of media competence of Uzbek university students; determination of media preferences of Uzbek and German students in a comparative analysis.

According to the results of theoretical and practical analysis, the levels of development of media competence of university students were identified and characterized by criteria indicators, reflecting the features of work on media projects (Table 1).

TABLE 1 - LEVELS OF DEVELOPMENT OF MEDIA COMPETENCE OF UNIVERSITY STUDENTS ACCORDING TO CRITERIA INDICATORS

№	Characteristics of the levels of development of media competence			
	<i>Indifferent</i>	<i>Potential-technological</i>	<i>Creative-technological</i>	<i>Value-semantic</i>
1	extremely	knowledge of certain	knowledge of most	knowledge of most

	meager, minimal knowledge of basic terms, theories, facts of the history of the development of media culture, mass communication,	basic terms, theories, some facts of the history of the development of media culture, mass communication, media influences, creativity of individual figures of media culture	of the basic terms, theories, basic facts of the history of the development of media culture, the work of figures of the media culture, an expressed desire to understand the process of mass communication, media influences	basic terms, theories, basic facts of the history of the development of media culture, creativity of media culture figures, a clear understanding of the process of mass communication and media influences
2	the presence of a preconventional level of moral development, an indifferent attitude to the media space, there is no desire to single out a problem, a moral dilemma in the content of the media text	the presence of a preconventional or conventional level of moral development, a conscious attitude to the media space, there is no desire to single out a problem, a moral dilemma in the content of the media text	the presence of a preconventional level of moral development, a conscious attitude to the media space, the desire to highlight in pedagogical поддержке проблеме, нравственную dilemma	the presence of a conventional post-conventional level of moral development, value-semantic attitude to the media space, the desire to single out an independent problem, a moral dilemma
3	lack of pronounced media preferences	preference is given to the use of the Internet primarily for entertainment purposes	preference is given to the use of the Internet, the desire to search for materials for educational, scientific, research purposes.	the use of different media, the desire to search for materials for educational, scientific, research purposes
4	passive position in the use of instrumental and technical capabilities of the media;	active position in the use of instrumental and technical capabilities of media in the construction of media text	active position in the use of instrumental and technical capabilities of the media	active position in the use of instrumental and technical capabilities of the media

In accordance with the above levels of development of media competence, the study can be carried out, including 500 students. The results will be carried out according to the indifferent, potential-technological, creative-technological and value-semantic levels. The results of the analysis of the obtained diagnostic data using Graf Stat and Excel software applications.

In addition, monitoring the preparation of students for the annual scientific and practical conferences made it possible to fix the lack of readiness of ASU students to search for the necessary information, systematize, identify its scientific validity, reliability and constructive significance.

The results of the ascertaining stage of experimental work revealed an insufficient level of development of media competence of university students, their main media preferences as value orientations in the media space.[4]

CONCLUSION / RECOMMENDATIONS

- Clarified the content of the concept of "media competence", defined as the result of the student's personal-subjective acquisitions in the process of formal and informal learning;
- Substantiated the pedagogical aspect of the phenomenon of the media environment in the modern information society as a living and educational space for university students;
- Levels (indifferent, potentially - technological, creative-technological, value-semantic) are allocated; criteria (cognitive, emotive-value, activity) and indicators (knowledge about media, media consumption, media criticism, media construction) of university students' media competence development; - the stages of model implementation (diagnostic, training, activity) are defined.
- The goal was set to conduct a study with students of the Ferghana Valley, to improve the media competence of students of universities in Uzbekistan. For the first time we use this experiment on the scale of Andijan State University in the amount of 500 students and determine the useful factors of media competence and media education to improve the quality of the educational system of our country. [5]

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